



# Ellen Ochoa Prep Academy

8110 Paramount Blvd. • Pico Rivera • 5628017560 • Grades 9-12

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### El Rancho Unified School District

9333 Loch Lomond Dr.  
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[www.erUSD.org](http://www.erUSD.org)

#### District Governing Board

Carolyn Castillo

Leanne M. Ibarra

Jose Lara

Teresa L. Merino, Ph.D.

Gabriel A. Orosco

#### District Administration

Dr. Frances Esparza  
**Superintendent**

Reynaldo Reyes

**Assistant Superintendent, Human Resources**

Jacqueline A. Cardenas, Ed.D.  
**Assistant Superintendent,  
Educational Services**

Alejandro Rojas, Ed.D.  
**Assistant Superintendent, Business Services**

Dora Soto-Delgado  
**Director, Student Services**

Dean Cochran  
**Director, Special Education**

Roberta Gonzalez  
**Director, Early Learning Program**

### School Description

#### School Profile

Ellen Ochoa Prep Academy serves the community of Pico Rivera and surrounding cities. The campus is located at the south-east end of the city in a working-class community in which the cultural make-up is predominantly Latino. School enrollment consists of approximately 277 students in grades nine through twelve. The student body is served by 14 full-time teachers, 1 ROP instructor, 1 counselor, and 6 support staff. Additional support is provided by Resource Specialist Program teachers, a Speech Pathologist, an Adaptive Physical Education teacher, and a School Psychologist. As the only magnet high school within the El Rancho Unified School District, Ellen Ochoa Prep Academy offers students a unique small school experience designed to engage students in the learning process and help them develop the necessary skills to be college ready. Ellen Ochoa Prep Academy is an International Baccalaureate World School. The International Baccalaureate (IB) Diploma Program offers a continuum of international education that encourages both personal and academic achievement, challenging students to excel in their studies and in their personal development. Ochoa Prep also provides dual enrollment opportunities in partnership with Rio Hondo College. Students attend these college classes on our high school campus. It is the goal of the school to ensure that all students take full advantage of all the available educational opportunities and graduate prepared to attend a four-year university.

#### Vision Statement

The vision is to be able to prepare 100% of our students to attend a four-year university.

#### Mission Statement

Ellen Ochoa Prep Academy is committed to developing the talents and knowledge of our students in order to be lifelong learners who can actively make a difference in a global society.

#### Student Code of Conduct

Ellen Ochoa Prep Academy will maintain a safe, healthy campus and classroom environment which is conducive to learning. Students enrolled at Ellen Ochoa Prep Academy are expected to conduct themselves, at all times, in a manner that shows they are courteous, respectful, and that they understand the school policies.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	85
Grade 10	86
Grade 11	70
<b>Total Enrollment</b>	<b>241</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	1.2
Filipino	0.8
Hispanic or Latino	97.5
Two or More Races	0.4
Socioeconomically Disadvantaged	71.8
English Learners	8.3
Students with Disabilities	7.1
Foster Youth	2.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Ellen Ochoa Prep	17-18	18-19	19-20
With Full Credential	9	11	15
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	2	0

Teacher Credentials for El Rancho Unified	17-18	18-19	19-20
With Full Credential	◆	◆	350
Without Full Credential	◆	◆	12
Teaching Outside Subject Area of Competence	◆	◆	1

## Teacher Misassignments and Vacant Teacher Positions at Ellen Ochoa Prep Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments*</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in reading, math, social studies, science, and English language development (ELD) used in the elementary schools. Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

### Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt Literature and Language Arts Holt, Rinehart and Winston 2002 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	Algebra Connection College Preparatory Mathematics (CPM), 2nd Edition 2010 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Biology 2006 Prentice Hall 2002 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	Visualizing Human Geography 2014: Wiley Publishers, 2nd Edition 2016 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Foreign Language	Descubre Vista Publishing 1, 2007 Descubre Vista Publishing 2, 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Health	Lifetime Health 2007 Holt, Rinehart & Winston (9-11) Comprehensive Health 2018 Goodheart-Wilcox (9-11) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Visual and Performing Arts	<b>Percent of students lacking their own assigned textbook:</b> 0%
Science Laboratory Equipment	Fisher Scientific: Lab Equipment <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

Ellen Ochoa Prep Academy opened its doors as a magnet high school in 2016. Originally the campus was built as an elementary school in 1955. It is an attractive site that meets the needs of students and staff. It consists of 17 classrooms, one main office, a multipurpose room, two locker rooms, and computer lab, and a student college and career center. The campus has volleyball and basketball courts, and a soccer/lacrosse field available as well.

Each classroom has been modernized with drop ceilings, new lighting, new floors, air conditioning, and heating systems. The outside and inside of the school was painted before the opening of the new school program. Each classroom is Internet accessible, and equipped with computers, document cameras, and projectors. A Chromebook cart has been assigned to every classroom for student 1-1 use. During the summer of 2016 upgrades were made to the wireless internet infrastructure adding access points in every classroom increasing bandwidth and device capacity.

We have two full-time custodians and a groundsman that attends to our school two days a week. Custodial hours are from morning to afternoon and afternoon to late night.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 12/12/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

**CAASPP Test Results in ELA and Mathematics for All Students  
 Grades Three through Eight and Grade Eleven**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA		64	42	43	50	50
Math		18	26	29	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in Science for All Students  
 Grades Five, Eight, and Ten**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

**2018-19 Percent of Students Meeting Fitness Standards**

Grade Level	4 of 6	5 of 6	6 of 6
9	13.8	20.0	40.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	66	100.00	63.64
Male	30	30	100.00	50.00
Female	36	36	100.00	75.00
Asian	--	--	--	--
Hispanic or Latino	64	64	100.00	62.50
Socioeconomically Disadvantaged	49	49	100.00	65.31
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	66	66	100.00	18.18
Male	30	30	100.00	13.33
Female	36	36	100.00	22.22
Asian	--	--	--	--
Hispanic or Latino	64	64	100.00	17.19
Socioeconomically Disadvantaged	49	49	100.00	16.33
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

**Opportunities for Parental Involvement (School Year 2019-20)**

Ellen Ochoa Prep Academy is committed to providing students with every opportunity to reach their educational goals. To achieve these goals, it is necessary that a strong partnership is established with parents and guardians so they become an integral part of learning experience. Family partnerships are highly valued. Parents are encouraged to participate in the students' education in a variety of ways. Besides supporting learning at home, parents participate at school as volunteers, decision-makers, and leaders.

The following are some of the opportunities for parents to become involved:

School Site Council (SSC)

Parent-Teacher Organization (PTO)  
 Recruitment Fairs  
 Visitation Committees  
 Parent Education workshops and informative meetings such as Title I Parent Meeting  
 Volunteer Opportunities  
 Attendance at Back-to-School night, Parent Conferences, Award Assemblies, and other school events

For more information on how to become involved at the school, please contact the school at (562) 801-7560.

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan**

The school maintains a comprehensive school safety plan. The safety plan is reviewed annually and was last updated in October 2019. The plan includes disaster preparedness, emergency protocols, and a host of policies and procedures designed to keep our school, students, and staff safe. Each classroom is equipped with an emergency kit for fire, earthquake and other emergencies. The entire school participates in the yearly Earthquake Disaster Drill and monthly drills take place to practice evacuation procedures and emergency protocols.

The plan also includes shut-off locations for gas, electricity, and water. An steel emergency supply container bin is housed on campus. The bin contains water, disaster aid tools, and medical equipment.

To ensure safety, our campus is closed. Visitors are required to sign-in at the office and must wear a visitors’ badge if they have business at the school.

Through the El Rancho USD Student Services office, the school has access to community agencies that provide support to students and families with medical and mental health programs. Our school also strives to maintain a positive school environment through the PBIS program.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.8	1.2	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	2.5	2.9
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	241.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	14	5			18	8	1		20	10	4	
Mathematics	12	5	1		16	10			16	11	4	
Science	18	4			18	7	2		20	4	6	
Social Science	15	5			20	5	1		19	7	3	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	11	12

The district provides professional learning opportunities to meet the needs of administrators, teachers, and support staff at all levels of the organization: Beginning Teachers Support and Assessment (BTSA); Peer Assistance Review (PAR) for veteran teachers; District and site administrators; Teachers and support staff; and Digital Learning Coaches.

Three full days and approximately 18 half days of professional learning were offered at our school sites in the 2018-19 school year. The topics addressed were based on teachers' need assessment surveys, student assessment data analysis, and district and school-wide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites is determined by in-depth data analysis and aligned to the instructional focus areas. English learners and special population training are offered on-site as needed. In addition, teachers and support staff also attend off-site workshops or conferences.

2018-19 Analysis of data led to the identification of professional learning priorities. Whole group instruction, small group differentiated instruction, and designated English language development supported strengthening language arts instruction at the elementary level. Professional learning in mathematics focused on the Standards for Mathematics Practice, in conjunction with problem-solving and modeling and data analysis at the middle school level. At the high school, professional learning was prioritized for the Expository Reading and Writing Course which develops students' academic literacy in rhetorical and analytical reading, writing, and thinking. All schools participated in professional learning opportunities centered on data literacy. Professional development is provided during modified day schedules, pupil-free days, release days, and conferences/workshops outside the district. Professional learning is supported through in-class coaching, teacher-principal meetings, observations, and demonstration lessons.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,977	\$49,084
Mid-Range Teacher Salary	\$72,725	\$76,091
Highest Teacher Salary	\$97,462	\$95,728
Average Principal Salary (ES)	\$118,355	\$118,990
Average Principal Salary (MS)	\$122,472	\$125,674
Average Principal Salary (HS)	\$130,732	\$137,589
Superintendent Salary	\$215,004	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	35%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,247.92	\$75.41	\$10,172.52	\$64,480.50
District	N/A	N/A	\$8,905.40	\$80,688.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	13.3	-17.8
School Site/ State		-15.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded**

The following programs and services are available in the district to support and assist students:

- After School Tutoring
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Extended Day Kindergarten
- Transitional Kindergarten
- Language Arts, Mathematics Cadres
- Science, and Visual and Performing Arts Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)
- Positive Behavioral Interventions and Supports (PBIS)
- Career Technical Education (CTE)
- International Baccalaureate (IB)



#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Ellen Ochoa Prep Academy	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for El Rancho Unified School	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

Rate for California	2015-16	2016-17	2017-18
Dropout Rate			
Graduation Rate			

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

#### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	31
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

#### Career Technical Education Programs

Ellen Ochoa Prep Academy provides CTE courses that are offered through the Regional Occupation Program (ROP). During the 2018-19 school year there was one ROP (Computer Science) course offered on campus aligned to the appropriate CTE Standards and taught by a certified ROP instructor. Students participating in ROP courses are encouraged to complete certification in their field and postsecondary study that follows an industry pathway. CTE courses are essential for students to remain competitive in a global job market.

Our goal is to continue offering more ROP courses such as computer science, web design, and medical core classes that are integrated with our Standards-based curriculum, while developing career pathways that will help students meet the demanding performance requirements expected of the 21st century workforce. New programs are in development to support these stated goals.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

#### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

#### 2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science	1	N/A
Social Science	1	N/A
All courses	2	8.3

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.